

Lesson Plan	English	Whole Class		
Class: 1/2D	Topic: Visual Arts (COGs)	Week: 3	Date:	
<b>Anticipated Outcomes:</b> VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things. VAS 1.2 Uses the forms to make artworks according to varying requirements				
<b>What do I want the students to learn:</b> Investigate the textures contained in the school environment and make an artwork. MAKE A TEXTURE MURAL based on there school environment				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
<b>1. Investigating the school environment - 5 mins</b> • In the classroom, students look at and feel different surface textures. Ask students to shut their eyes and use words to describe what they ‘feel’ e.g. smooth, bumpy, spiky, hairy, soft, hard. • Students look closely at the surfaces and describe the visual look of the texture referring to patterns, shapes and lines. A magnifying glass may be used to help identify the shapes and patterns.	• investigates details of objects, places and spaces and other living things (eg windows and doorways in old or new buildings, the shapes of shadows, patterns of shells, animals kept in captivity or in the wild)	Different objects to discuss texture.		
<b>2. Discussion of litter - 10 mins</b> • <b>What is pollution?</b> What is pollution and what are some different types of pollution? e.g. smog, car fumes, discharge from factories, fertilisers ending up in drains, overspraying of crops, noise pollution • What pollution do we have in our school? Do a mind-map of type of pollution and consequences (eg. rubbish attracting vermin and lids being left off bins attracting dogs looking for food scraps, food waste, lots of paper and plastic packaging being thrown out -----> recycling)				
<b>2. Rubbings and sketches</b> • Discuss how we will be going to use recycled materials to create an artwork. It will be 3 dimensional. It will communicate what is in our environment and the idea of recycling. It will be a mixture of old things and new things we find in our school environment <b>FIRST</b> – We will pick up as many pieces of litter from the playground as we can (not yucky) – We will go to the grass area with a magnifying glass and look very closely at something - it might be a bug, it might be a rock, it might be a leaf. Draw in detail what you see (enlarged format). Use Big bold lines of colour. <b>THEN</b> – I found some artworks other students have done in the paper recycling - you can draw over the top of their drawings and turn it into something else <b>AND</b> – Take some recycled paper from this bin and use it to make a texture rubbing. We need lots - 5 different rubbings of 5 different places with 5 different colours <i>(Demonstrate how to record textures and patterns by using rubbing techniques (frottage)- in the shape of..... Use different media on various surfaces. Show how to place a sheet of paper on a surface and and make an ‘frottage’ by carefully rubbing over the surface with a pencil, crayon or charcoal to recreate lines, patterns, shapes and textures.</i> <b>AND</b> • In the classroom, students tear and cut out parts of their recordings and assemble these into an artwork representing the different features of the school environment. Additional connecting lines, textures and a wash can be added to create interest. +++ Everyone writes a word about a texture they saw on their texture walk.	A mural is an extremely large work of art,  experiments with the properties of different drawing and paint media and tools such as graphite (‘lead’) and colour pencils, fibre tip pens, crayons, paint, brushes, rollers, scrapers, sticks and computer applications in drawing to create particular effects in an attempt to capture likenesses of things depicted	pencils, crayons, charcoal, paper.  A mural of some sort to place all the bits onto.	• Explores the natural, built and heritage features of the school environment. • Students select plants and buildings found in the school environment. They make rubbings and sketches to record details of their selected features with various media (crayon, pencil and charcoal) on different papers.	

<p><b>7. PHASE 2 of lesson (more on recycling and sticking on the things we collected and drew)</b></p> <ul style="list-style-type: none"> <li>• The other day we drew a chart about pollution and the effects it causes.</li> <li>• What can our class do Ask students to examine the amount of recyclable material. Ask students questions such as: <ul style="list-style-type: none"> <li>- what material has our class collected most?</li> <li>- what can be done with this material?</li> <li>- can we use this material in another way? e.g. reuse the paper</li> <li>- how do you recycle at home?</li> <li>- how does our school recycle? Could we improve on this?</li> <li>- how does recycling help the environment?</li> <li>- does recycling help our health? e.g. it could reduce pollution</li> </ul> </li> <li>• Brainstorm ideas for reducing waste e.g. not using plastic bags for shopping,</li> </ul> <p><b>WALK TO SCHOOL DAY</b>, using public transport, walking or biking to school, choosing products with minimal packaging, reusing or recycling clothing and household items such as furniture, choosing items that are designed to be robust and last for a long time.</p>				<p>3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.</p>
<p><b>8. Stick on to our giant tree the things we collected.</b></p> <p>Textures go on the tree trunk, peg or wire tie objects and drawings onto the branches - branches might be some kind of wire formation from Ikea or base shape from Reverse Garbage. A stand, hanger or rack as a frame. Check out \$2 shops.</p> <p>OR</p> <p>It could be a flat layered mural</p> <p>FINALLY</p> <p>Review the meaning in our artwork - words and images tell us about texture and environment.</p>				



Comma

Quotation Marks

Exclamation Mark

Comma

Great job! I'm angry! Watch out! Yes please!

Great job! I'm angry! Watch out! Yes please!

I have pens, paper, glue and paint. Yes, that is right.

happily

slowly

angrily

happily

slowly

angrily

happily

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